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# ARIZONA LIBRARIAN

*Official Publication of the Arizona State Library Association*

VOL 18, No. 1

**WINTER  
1961**

Division of Librarianship  
ATTN: Miss Barker  
Room 307, Library  
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This review of Compton's  
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OFFICIAL PUBLICATION OF THE  
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VOLUME 18, NUMBER 1

## CONTENTS

- 3 President's Page, Wilma Heisser
- 5 SLAA First Annual Convention
- 6 Librarians Cooperate to Implement New School Library Standards, Eleanor E. Ahlers
- 8 First Governor's Conference on Library Development
- 10 Arizona's New Population, K. W. Michael

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# THE President's PAGE

by  
WILMA  
HEISSER

During the past several years the need for new standards to measure our many library services became imperative. Sections of ALA worked diligently and have given the profession excellent standards for public, school, junior college and college libraries. These committees are to be commended for their comprehension of the problems and knowledge of the needs for better library service. Standards, however, must be generally applicable nation-wide and thus are not always goals that are realistically attainable for all libraries. This is especially true of the public library standards which are, in the main, guide-lines for large libraries or library systems to implement their goals and progress.

In Arizona there are many small public libraries that cannot be measured by these standards. A sub-committee of the Arizona State Library Development Committee is formulating minimum standards for our small public libraries that will give a graduated frame of reference for evaluating existing practices and developing plans for improvement that will encourage progress and ultimately attain those goals set by national standards.

The *Standards for School Library Programs*, published in 1960, describes "the basic requirements for a functional school library program, and . . . [serves] as a guide in appraising existing situations and formulating immediate and long range plans." The School Libraries Division of the American Library Association ap-

pointed Mrs. Elinor Saltus as chairman for the Implementation of School Standards Committee for Arizona. This committee and the standing School Libraries Committee of ASLA are working together toward an eventual state-wide implementation, through regional representatives who have been selected. The ASLA School Libraries Committee, in cooperation with the Department of Public Instruction, is also making a second survey of the school libraries of the state, to show the existing conditions, the need for strengthening libraries at all levels, and eventually bringing all school libraries in Arizona within ALA's prescribed goals.

It is the responsibility of all local librarians to become familiar with the standards applicable to their libraries and to publicize these standards to their community, boards of trustees, school boards, principals, or presidents as a basis for the understanding of sound library principles and the need for a modern concept of library service, as well as a knowledge of the financial support that such a program entails.

When community groups are made cognizant of the needs and goals of libraries, they should eagerly support a program that will improve library conditions and enlarge already existing services. There is a tremendous volume of work to be done by each librarian to help bring a maximum of library service to all areas of Arizona.

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**REGISTRATION AT SLAA Convention at ASU — Students pictured are (left to right) Mary Harris and Loretta Stanton, both of Mesa; Socorra Mendoza, Tempe; Bette Baker and Karen Bacher, both of Phoenix. (Photo courtesy of TEMPE DAILY NEWS.)**

## **Student Library Association First Annual Convention**

The Student Library Association of Arizona held its First Annual Convention on October 8, 1960, on the campus of Arizona State University.

Students from Mesa High School, under the leadership of Mrs. Helen Moffat, handled the registration and reported an attendance of 190 persons, with a total of 32 schools represented.

Highlighting the excellent luncheon, arranged under the direction of Mrs. Inez Moffit, Department of Library Science, ASU, was the keynote address by Mr. Dan Halacy on the writing profession in general. Mrs. Helen Ashe, Tempe High School librarian, directed program arrangements.

Elected at last year's organization meeting at University of Arizona, SLAA's first president, Henry Beumler, formerly of Douglas High

School, now at the University of Arizona, presided at the convention.

The following officers were elected for 1960-1961: Tanna Fields, Miami High School, president; Barbara Romley, Xavier High School, vice-president; Karen Bacher, Phoenix Union High School, secretary; Joy Cope, Thatcher High School, treasurer; Roxana Richardson, Flowing Wells High School, historian; and Donna Conovaloff, Tolleson Union High School, parliamentarian.

Miss Elizabeth Baughn, librarian at South Mountain High School and chairman of ASLA's Recruitment Committee, which sponsors the Student Library Association, said after the Convention, "I want to thank all the people who helped to make this second state meeting and our first annual convention a success."



# LIBRARIANS COOPERATE TO IMPLEMENT NEW SCHOOL LIBRARY STANDARDS

BY ELEANOR E. AHLERS, *Executive Secretary, American Association of School Librarians*

The new school library standards, so important to the entire library profession, particularly affect school and public librarians working together. It is also important for public, college and university librarians to understand the new school library standards and even more essential that school librarians have a thorough knowledge of them in order to interpret them to administrators, teachers, and lay persons interested in providing quality education for our children and young people.

First of all, let us consider the setting of standards and list those that have been published in recent years. "Goals for Action" adopted by the ALA Council, January 29, 1959, advocated the following: 1. adherence to ALA school library standards by boards of accreditation, 2. establishment and implementation of standards for college and university libraries, 3. implementation of the ALA standards for public libraries, 4. adoption of standards for undergraduate education in librarianship, and 5. establishment of standards and testing services for the materials and equipment used by libraries. Standards published in recent years include the following:

"ALA standards for college libraries." *College and research libraries*, July, 1959.

"ALA standards for junior college libraries." *College and research libraries*, May, 1960.

*Hospital libraries: objectives and standards*, published for the Joint Committee on Standards for Hospital Libraries by the Hospital Libraries Division, ALA, 1953.

*Public library services: a guide to*

*evaluation with minimum standards*, 1956.

"Standards and guide for undergraduate library science programs." *ALA bulletin*, October, 1958.

*Standards for school library programs*. ALA, 1960.

*Young adult services in the public library*. 1960.

A monthly page in the *ALA Bulletin* is devoted to the Library Technology Project, pointing out research, testing and standardization with regard to library supplies and equipment. A survey is to be made of children's services in the public library, although standards are not being set; and one of state libraries, under the direction of Dr. Robert Leigh, will soon be underway, to be followed by the formulation of standards.

The editor of the *ALA Bulletin* stated in the February 1960 issue that ALA standards are often criticized as being too high and too vague—that they are high because few libraries reach them and vague because they are difficult to use for measurement. Speaking briefly on "The Use and Abuse of Standards" in Honolulu last spring, Dr. Robert Leigh listed three abuses: 1. standards are often used as a reference to blind authority, 2. a fatal kind of simplification of the standards often results in sloganizing, and 3. there is a tendency for minimum standards to become maximum. He urged that standards be carefully analyzed and not taken on faith nor wholesale to be applied immediately. Dr. Leigh stressed the principle of



gradualism—that standards be thought of as goals to be reached.

In the February 1960 *ALA Bulletin* the editor gave three definitions of standards—"a rule for the measure of quantity, weight, extent, value, or quality; that which is established by authority, custom or general consent, as a model or example; something elevated, as a signal or beacon." Applying these definitions to *Standards for School Library Programs*, we notice first that the quantitative standards are a measure of quantity; second, that they were established by authority; and third, that they are goals toward which schools will strive over a period of years.

School librarians are aware that members of other divisions of ALA could not understand why new school library standards were so long seeing the light of day. Indeed it was at the Los Angeles convention in 1953 that the AASL Board of Directors approved the project for the revision of the 1945 standards. As a matter of fact, with the new trends in educational philosophy and communication media, the standards could not have put in a more timely appearance than in the spring of 1960.

*Standards for School Library Programs* is divided into three main parts with a total of thirteen chapters, an appendix containing policies and specifications for library quarters and equipment, a bibliography, and an index.

In the three parts—"The School Library as an Educational Force," "Planning and Implementing School Library Programs," and "Resources for Teaching and Learning"—the emphasis is on the library program and the library is described as the instructional materials center of the school. Quantitative standards are stated in

relation to the qualitative ones describing a good school library program.

Since many schools have gone beyond the standards set in 1945, revised standards are now needed to provide goals for forward-looking schools and to add a further impetus to school library improvement. Centralized libraries are found in most schools at the secondary level, it is true, but how many are adequate for the needs of their schools in regard to physical quarters, size of staff and materials collections? Only 30% of elementary schools have centralized libraries. In order to provide excellence in education for children and youth today, it is essential that well-rounded collections of books and other printed and audiovisual materials be available at all levels; that all schools be provided with attractive and functional library quarters and a professional and clerical staff able and willing to develop a good program of library services.

The new standards are the work of a committee appointed by the American Association of School Librarians. This committee was composed not only of school librarians but of representatives from twenty other professional and lay organizations interested in quality education for children and youth. Since the principles governing the programs and resources of school libraries are the concern of administrators, school boards, teachers and others, their counsel was sought in the preparation of the new standards.

The qualitative standards for school library programs have evolved from many sources—from the advice, suggestions and criticism obtained from consultants in special areas; from a two-day work session held at the Kansas City ALA Conference in 1957; from another work session at the ALA San Francisco Conference in 1958 (in which some six hundred school librar-

(CONTINUED ON PAGE 17)

# FIRST GOVERNOR'S CONFERENCE ON LIBRARY DEVELOPMENT IN ARIZONA

*Hotel Westward Ho, Phoenix*

*October 1, 1961*

The Governor's Conference was truly the Governor's, since it opened with the reading of a greeting from Governor Paul Fannin and closed with an appearance by the gentleman himself. In between were crammed so many ideas that a brief synopsis hardly does them justice.

Keynoting the whole program was the address by Kenneth W. Michael of General Electric Computer Department, which is printed in this issue for the benefit of those who could not attend the Conference. [See page 10.] Mr. Winston Henderson, director of Phoenix Public Library, spoke on "Professional Librarians: Who Needs Them?" One of Arizona's best known library trustees, Mr. Walter Varner, Jr., Yuma City-County Library Board, brought the morning session to a close with an excellent resume of Arizona's public library development in a talk entitled "Where Are We Now?"

One of the most conspicuous facts about the Governor's Conference was the breadth of sponsorship. The Arizona Development Board assisted in planning, furnished the attractive portfolios for the materials distributed, took splendid pictures of the affair, and stood by, in the person of Bert Coleman, to help in any way possible during the meeting. The State Library Association furnished moral and material support, and the Library Extension Service of the Department of Library and Archives handled details.

Top participation was another feature of the meeting. Most of the facets of life in Arizona were represented in the participants—legislators, educators, club and civic leaders, the press, library trustees, members of county boards of supervisors, town and city administrators, as well as librarians and friends of libraries. Sometimes it was difficult to make points and to clarify ideas, with such varying experience among the groups, but since the avowed purpose was to awaken interest in the library program of the state, the participants felt that the objectives of the Conference had been realized.

## GLEANINGS FROM DISCUSSION GROUP REPORTS

... That metropolitan areas and rural areas have equally urgent library needs. Thus extended services to the latter from regional, county or state agencies are vitally important.

... That good library publicity is hard to get, but necessary to any library's service. Librarians should feature social affairs in the library, columns of book news, and adult edu-



One of the groups discussing current library problems at the Conference.

cation programs, making special materials available.

... That the problem of service between schools and libraries often involves communication. Closer cooperation might eliminate the common squeeze when a whole class needs the one copy of material on an assignment and the library is not notified and cannot make what resources it has available. The school-public library problem is one of the most serious in the nation. Public library resources are so limited that to channel them toward satisfying the school curriculum would be disastrous.

... That attractive library buildings are a necessary part of good library service and should be located in centers of expanding population. Where such

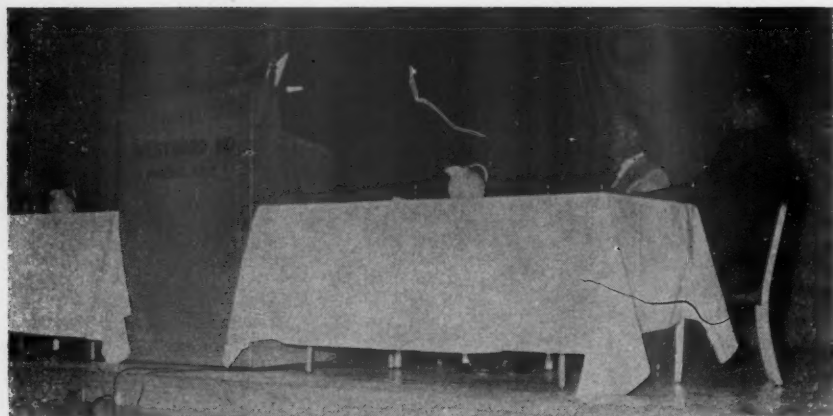
centers have not yet developed, the bookmobile is the answer.

... That trained librarians, even if now they must be few in number, are a necessity in the picture of library service. The trained librarian may be shared by a whole county or larger area for more effective use. Adding library science to the WICHE scholarship program was advised.

... That the financial problem is ever-present in all libraries.

... That an informed, effective library board is the best asset a library can have.

... That clarification of state library laws may be necessary as the library programs in the state advance.



Mr. Michael addressing the Governor's Conference.

## ARIZONA'S NEW POPULATION

*Address by K. W. Michael, Manager, Community Relations & Communications,  
General Electric Computer Department, Phoenix*

"Arizona was cattle, copper, cotton and cactus. Now Arizona is change. The sleepy cities of the 1940's are marching out over the desert in head-long growth. The muscle and endurance that marshalled cattle in blistering sun is giving way to the quiet probing of a research engineer with a computer. Arizona's whole way of life is changing. For Arizona has become an industrial state. Manufacturing is now its largest single source of income. It has hitched its stage coach to electronics. It is shifting its frontiers from acreage to ideas." Thus began an article on Arizona in *Business Week* magazine of June 23, 1956.

How could the hundreds of thousands of people who read this article believe that this was really happening? Surely, only those who were actually here could believe what a transformation is taking place. However articles like the one in *Business Week*, word-

of-mouth communication and a see-for-yourself inquiring nature are responsible to a great extent for this great migration to our state.

Well, you ask, what has all this to do with libraries? Libraries are for *people* — people are your customers. The 1960 census shows that you now have 538,846 more customers than you had ten years ago—quite an increase, 72% in fact. Before we start talking about the effect of this great migration upon our libraries, we should know something about where these people come from, their educational backgrounds, the types of employment and skills they possess. You in the library field must have looked at surveys and taken surveys on this very subject to determine what kinds of interests and appetites you must satisfy.

But first I'd like to tell you a few of the reasons why General Electric

established its Computer Department in Arizona. In looking at GE's reasons, we can, I think, also see similar reasons why other companies select Arizona for their operations. These reasons may give us a little more insight into the why of this great migration to Arizona. In turn, this may give us some basis for planning a program for library development.

Then we can look at some of the characteristics of the people who have come to Arizona in the last ten years. Looking ahead, we can try to forecast the numbers of people and the kinds of people who will come in the next ten years. This kind of information may be helpful in planning ahead. And finally I'd like to leave a few suggestions. I am not an expert on this subject as I have no library experience, but I will try to leave some thoughts with you from industry.

Formation of the Computer Department represented a completely new business venture, although we had been building computers for many years aimed at specific applications in connection with our own electrical products. I stress this fact to indicate that unlike most companies which transfer existing industrial operations to a new area, we actually started our business here in November of 1956 with all the problems and pitfalls inherent in any new business. With this in mind you can appreciate why the selection of a location for our Department represented a major decision for us.

Looking for a permanent home for the new Computer Department, General Electric studied over 150 cities carefully applying seven major criteria. A survey team was finally sent to sixteen cities to make an intensive survey of each area. Phoenix, of course, was one of these final sixteen. One of the criteria that I want to mention in particular is *community desir-*

*ability*. This involves such important factors as climate, housing, schools, churches, libraries, municipal services, etc. It is this package of factors which establishes the community as either a good, bad or indifferent place to live. In addition, it takes a particular combination of these factors to appeal to engineering and scientific talent. Obviously, we gave these considerable weight in picking a location. In the report on cultural opportunities which was part of this survey we find this quote: "The city has a new multi-million dollar municipal library which we were told contains 300,000 volumes." Phoenix rated high on this factor. Suffice it to say we are still glad we came and we intend to stay.

This does not mean that we did not foresee some problems in locating in the Phoenix area. One of those problems related to the unusually high technical content of our product. Modern computers are unquestionably the most complicated things in the world, not even excepting guided missiles. Our business requires a continuing supply of high grade scientists, engineers and mathematicians; and from previous experience we know that this can be accomplished on a long-run basis only if we are adjacent to an outstanding institution of higher learning. When we surveyed Phoenix originally, we actually made an initial decision not to locate here because of the absence of a high-grade scientific and engineering college. This decision was reversed only because of our contacts with one man, the late Dr. Gamage of Arizona State. We were impressed with his philosophy of engineering education, his sound long-range planning and his willingness to work with industry in establishing advanced educational facilities. Progress in this direction has been gratifying, but there is a long way to go. The problem is not one of just what types

of advanced degrees Arizona State University is permitted to offer or what physical facilities are erected. The real problem is that of effecting a rapid upgrading in the quality and quantity of the engineering and scientific curriculum at Tempe. This is very important to us, and we have taken some extraordinary steps to assist Arizona State in this regard.

So much for why General Electric established the Computer Department in Arizona and why, because of many of the same reasons, electronic and other firms with similar requirements are moving here. Now let's look at the new population, this migration to Arizona, and see what we can learn from its make-up.

Comparing the 1960 census with 1950, we find that Maricopa County had the greatest numerical gain—304,000, followed by Pima County—114,000. The next largest gains were Cochise County: 38,000; Coconino County: 28,000; and Pinal County: 24,000. Percentage-wise, Cochise County had the greatest rate of growth, 120.1%, attributed mainly to a rapidly growing Fort Huachuca area. Coconino County was second with 116% increase, and Maricopa County third with an increase of 92%.

An Arizona Development Board study of a large group of newcomers revealed that over one-half of those

locating in Maricopa County gave climate and health as their major reasons for coming. Ordinarily, economic factors are generally considered the motivation for migration. Opportunity and transfer by employers were also important reasons given for changing locations. Others included such replies as "friendly people, thought I'd like it, and to get away from the South-erners."

Because of the effect on other items included in the survey, the occupations of recent newcomers prior to their movements to Maricopa County comprises one of the most enlightening parts of the study. Professional, skilled and managerial occupational groups represent over 56% of all heads of families recently moving here. When the ranking of occupations in Maricopa County are compared with the state, it is interesting to note that the county has a higher percentage of the occupational classifications—managerial, sales, clerical, retired, student and service—but a lower percentage of professional, skilled, armed forces, farm, unskilled and mining.

Over half the heads of families replying in this study indicated that their occupations were essentially unchanged after coming to Arizona. This gives increasing weight to the opportunities that are available here today. Slightly over one-fourth of those responding

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found it necessary to make major changes in occupation.

The large number of trained persons included in the recent migration to Maricopa County causes the incomes of these families to be above the average for the state. The 1950 census reports that less than 3% of the families in Arizona had incomes exceeding \$10,000 per year. The results of this survey indicate that over 12%, or more than four times as many of the newly arrived families of Maricopa County, had incomes in excess of this figure. This is also well above the figure for the state. The study showed that statewide nearly 9% or approximately three times as many as in 1950 had incomes in excess of \$10,000.

Another interesting fact about the newcomers to Arizona is their origin. California leads all other states in the number coming to Maricopa County as it does for the state. Since nearly all research in migration indicates that the most common movement is the short distance move, it is to be expected that the nearby large population of California would contribute greatly to Arizona's growth.

The leading states contributing to Arizona other than California are Illinois, New York, Ohio, Michigan and the more closely located states of New Mexico, Colorado and Texas. In terms of regional approach, the Pacific area contributes the largest number, while the east, north central area of the United States is a close second for Maricopa and a weaker second for the state. The larger communities across the country contribute a greater proportion to the population of the migrants to Maricopa County than they do for the state.

Since 1955 the entry of newcomers is climbing steadily, passing the volume established earlier in the decade. Obviously, this influx of people is not divided equally among the counties.

The dominant factor is a preference for the metropolitan areas of Phoenix and Tucson. Each year for six years Maricopa County has absorbed over one-half of the interstate movement and is steadily increasing its percentage of the total. Of the people entering the county at least 80% have gone to Phoenix or the surrounding urban units.

Since the age of these people might have some bearing upon the library development, it is interesting that a comparison of census data for the period 1940 to 1950 indicates the average age of migrants to Phoenix and Tucson was higher than the average for all metropolitan areas throughout the United States.

A comparison of the ages of heads of the families at the time of migration shows that Maricopa County had a greater percentage above thirty years of age and the rest of the state had a greater percentage below this age.

Other items which might affect reading habits are that in this group TV and auto ownership is at the wringing wet saturation point, 94% for each. As a contrast, 83% of all U. S. families were reported to be television owners on January 1, 1958, and 75% owned automobiles in 1957.

Judging from the extent of formal education claimed by members of this sample group, Phoenix should be the center of culture, art, literature and debating societies. At least, everyone should be able to read and write according to the education figures. Compared to the national distribution of the education of adult males in the labor force, this sample shows lower percentages for the high school or less categories and as high in the relative number attending or completing college. One out of three had at least some college education; one out of six had finished college or had done post graduate work. This high percentage



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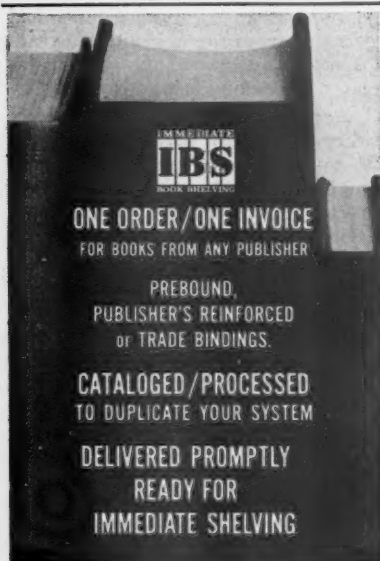
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may be because more highly educated individuals have been imported by the specialized industries recently moving into the area. In any case the distribution of sample members by occupation and by family income seems to correlate with the distribution by education.

Considering the nature of Phoenix economy and the extent and type of industry in the area, the sample occupational data seem within reason. Mass production types of industries are not present in sufficient numbers to provide work for a large number of semi-skilled or unskilled workmen. On the other hand, many of the industries Phoenix possesses are of a nature requiring relatively large numbers of professional, technical and clerical people, as well as skilled workmen.

Interest in the study also centered on whether there were any marked occupational differences between natives and non-natives living in Phoenix and included in the sample. Non-natives are relatively greater in number in the professional, clerical, sales and skilled categories and in the other category which is made up primarily of retired persons. Natives are relatively greater in the proprietorship, semi-skilled, unskilled and service groups.

What about the challenges of the next ten years? We still find many additional persons are self-employed as lawyers, doctors, dentists, authors, and pharmacists. Industry will demand more and more electrical, electronic and mechanical engineers. Sheer population growth alone would increase demand for teachers, but the proportion of students will also rise due to increased educational requirements of many jobs. More women will train for professional fields.

Technical workers will be needed to support the professional workers in many fields. The increased use of draftsmen will release engineers from

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non-professional duties. Arizona is ideal for electronics research and production. Technicians are indispensable to growth in this field. Advancement of medical science creates demands for more technical health examinations. Highway programs, street improvement, land development and heavy construction will boost demands for services. Automation and manufacturing growth will increase demand for tool and diemakers.

It has been estimated that by May 1969 Arizona's population will be 2,196,000 people, a 930,000 increase over last year. Of this total, in manufacturing alone there will be an increase of 5,300 professional people, 5,000 semi-professional and 3,000 managerial and office.

Arizona's non-agricultural employment will increase  $2\frac{1}{2}$  times as fast as the nation's. Professional, semi-professional, clerical, sales and service occupations in Maricopa County will increase more than the average in the state and the nation. Managers and officials in skilled occupations will increase slightly less than the average in the state and about average for the nation. Manufacturing employment in Arizona is growing more rapidly than in any other state in the nation and is expected to continue growing, particularly in electronics.

What does all this mean to education, training, reading, self-development? We find that in Maricopa County alone over 185,000 new workers must come from increased vocational and in-plant training as well as from the newcomers. The skill content of the work force will be much higher, requiring more professional, technical and journeyman workers. High school graduation will be a minimum requirement for most jobs. In Pima County over 60,000 new workers must come from increased vocational and in-plant training. There again the skill content

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will be much higher, and high school graduation will be a minimum requirement for most jobs.

These trends and forecasts are based, of course, on the assumptions that the trends in the migration will not be noticeably altered, that there will be more diversification of new industries locating in Arizona in addition to gains in electronics, missiles and aircraft components and garment manufacturing, and that Arizona will continue to maintain a good economic climate attractive to industry and business.

This great influx of people into Arizona presents many growth problems. Each of you is concerned from the viewpoint of your profession. What is needed? How to accomplish it?

We have seen that the new Arizonans have been and will continue to be a cross-section of all occupations

with a high percentage in the professional, skilled and managerial groups. This distribution is naturally heavily concentrated in Maricopa and Pima Counties, but more and more will be scattered across all communities in the state.

Looking at the problem from the electronic industry viewpoint, we find need for a great deal of specialization. Here in Phoenix alone with Motorola, AiResearch, Sperry and General Electric, each company establishes its own reference library — Motorola with three, one at each plant. The reasons given for the establishment of company libraries are that they are extremely specialized and it is handy to have them in the plant.

It would appear impractical for the public library to attempt to carry technical reference books for the scientists and engineers of each of these companies as each has a different field of interest. Employees of these companies, however, have an interest in a wide variety of subjects. The suggestion is made that public libraries should make an effort to determine what these interests are, possibly by circulating reader interest questionnaires among employees and then taking them into consideration when new books are acquired.

There is, we understand, an established system of inter-library loans of materials which makes it possible for libraries to borrow releasable materials from each other. Industry will be aided materially if this service is implemented in this area and throughout the state.

I mentioned also that one of the attractions to scientists and engineers was a college or university near at hand where they can study for advanced degrees. Adequate library facilities are necessarily part of this requirement.

In this regard our scientific and en-

gineering personnel are very much interested in up-to-date, authoritative, scientific reference material. This is true not only for their chosen fields of work but also in all other areas from astronomy to neurology. Up-to-date works on philosophy, history, psychology, sociology, mathematics, physics and electronics are in demand. Current pamphlets on all of these should be available. A study of computer engineers revealed that 50% were hi-fi addicts; and among the computer programmers, over 50% concentrate heavily on chess.

The computer business will affect libraries in the future more than any other business. We have been doing research and development in the area of information storage and retrieval. The day may not be too far away when one of your customers will approach the reference desk, state the area of his interest, go to a viewing screen, push a button and be able to see all the references on his subject pass by on the screen. The computer, dealing in logic, has searched the entire library and found the references desired. The customer selects the reference he wants, inserts twenty-five cents and is immediately presented with a photostatic copy he may take with him.

A few days ago Bert Fireman in his *Phoenix Gazette* column was talking about the fantastic growth of Phoenix—from 99th in population in 1950 to 29th in 1960. He looked at the five next largest cities—Columbus, Kansas City, Indianapolis, Minneapolis and Atlanta. And then he considered the next eleven cities immediately trailing us in our new ranking—Newark, Louisville, Portland (Ore.), Oakland, Fort Worth, Birmingham, Long Beach, Oklahoma City, Rochester, Toledo and Omaha. All were within the top 50 cities in 1950. Bert pointed out that we do not have the parks,

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playgrounds, boulevards, museums, art centers, libraries, schools, public buildings, auditoriums, social institutions—the traditions and community entity—that some of these cities achieved long ago.

This, of course, is part of our growing pains.

He concludes with, "The apparent need for cultural growth in Phoenix [and I add—in Arizona] to match our population increase is no cause for pessimism. This problem calls for realization, for planning, for patience and for sacrifice. To achieve a standard of urban maturity, we must build facilities and institutions that other cities took much longer to develop. This is the overwhelming challenge that emerges from our exploding population. We're a city and a state almost suddenly made aware that we're growing out of our knee pants."

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### LIBRARIANS (*continued*)

ians participated); and from information secured from scores of librarians in response to questionnaires, letters and conferences.

The quantitative standards were compiled by means of various procedures—by information obtained from questionnaires sent to schools identified by state and city school library supervisors as having very good library facilities, by the judgment of a panel of experts including the members of the Standards Committee and advisory consultants, and by the appraisal of the standards by specialists in various fields.

Admittedly the quantitative standards are high and they can be justified only in relation to the type of library program described in the publication. It is pointed out that the most important part of the library program is the work with students and teachers. Quality education is costly, and in

order to realize the objectives of the school library program, adequate funds must be provided for staff, quarters and the materials collection. Money alone, however, will not determine the activities and services that make the library an educational force in the school.

What are the necessary intangibles in the development of a good school library program? The vision of administrators planning with professional librarians who are qualified by training, personality, enthusiasm and ability; the interest of the teachers and the students in the school; the backing of the school board and the citizens of the community. It is a cooperative effort of persons who understand the objectives of the school library in relation to the educational philosophy of the school, who realize that one of the reasons that a school is a good one is the quality of its library.

There was a time when public librarians thought that school libraries would replace the children's department in the public library. We know now that was an unfounded fear. The development of school libraries has tended to *increase* not *decrease* public library use and has pointed up the need for expanded collections of books for children and young people.

Public librarians were largely responsible for the beginning of school libraries. They began to place small collections in schools early in the 20th century as teaching methods changed and the single textbook was no longer considered adequate. Collections of books were gathered into central locations in school buildings, and in some instances these library rooms became branches of the public library. Books were catalogued and processed; contracts were made with the schools; staffs were augmented and school library departments set up in larger public libraries to take care of these

additional services. Then in the 1920's and 30's, as more and more materials were needed to enrich the teaching programs, boards of education came to realize that school libraries were their responsibility just the same as classrooms, laboratories and gymnasiums, if librarians and teachers were to work together effectively in the educational program of the school.

Today we believe that the school library is basically the responsibility of the school district. This is stated in "The Library Services Act and School Libraries" adopted by the Board of Directors of AASL and endorsed by the Board of Directors of PLA, June 28, 1957. In essence this had been stated the preceding year in a memorandum on "Public Library Branches in School Buildings" issued by ALA and compiled by the executive secretaries of the divisions of school librarians, public libraries, and children and young people's librarians.

There are today many cities where school libraries are administered through the public library. A few of these programs are excellent; others would be improved if the responsibility were shifted to the school district. Some public libraries still carry this extra load because the Board of Education will not make adequate financial provisions to assume it, and the public librarians feel they should continue the service. Most public librarians agree that their responsibility is to serve the entire community, that adults are being short-changed when an excessive part of the budget must be spent on supplying books and services to schools. Some libraries supply bookmobile service to schools. Certainly there are times when this is needed and helpful, but it does not take the place of the library within the school. A young elementary school principal told me one day that the bookmobile stopped at his school once

a week and asked whether I considered that adequate library service. When I replied in the negative, he was surprised.

The State Department of Public Instruction in North Carolina issued an excellent statement in January 1958, which said, "Over the years public libraries, especially through bookmobile services, have contributed well to the public school program and can continue to do so. It is the conclusion of all parties concerned that public library services can never replace the distinctive functions of the school library, such as 1. providing books and other materials selected and organized to meet school needs; 2. providing library quarters for reference and research; 3. assisting pupils and teachers in using the library; 4. teaching library and study skills; and 5. giving individual reading guidance. Essentially, bookmobile service to schools should be of a supplementary nature."

What are some of the current problems that emphasize the need for better understanding among school and community librarians? Lowell Martin, in a paper given at the institute on Leadership in Library Service for Youth at Rutgers University in the summer of 1958 (*ALA Bulletin*, February 1959), quoted from a study made in Pennsylvania the preceding year. In 309 communities only 27, or less than 10%, indicated that there was any contact, even so much as a single meeting, between the school and public librarian about their services and ways of cooperating. If this is a representative example in the United States, indeed a great deal needs to be said. In fact, the reprint of the February 1959 *ALA Bulletin* was planned by AASL on this very topic of school and public library relationships.

Public librarians complain that teachers make stupid assignments.



School librarians complain of the same. It is the duty of the school librarian to bring the teachers to a better understanding of library resources and uses. School librarians should then be the link with the public and other community libraries to keep their staffs informed of assignments and needs.

Public librarians and college librarians complain that they are over-run in the evening by young people seeking information for themes, unit work, research papers. Some school libraries are now remaining open several evenings a week or Saturday mornings in order to share this evening burden with the public library staff. It isn't that public and college librarians are not willing to serve high school students, but because of inadequate staff and physical space, and the drain upon collections of materials with the resulting deprivation of service to adults, problems arise that must be solved cooperatively by school personnel and the community librarians. There are several provocative articles on this theme in the September 1960 *Junior Libraries*.

Somewhere there is a lack of communication, a lack of understanding or cooperation. Who should take the initial step to remedy the situation? Does it matter whether the school or public librarian makes the first gesture? How many librarians in communities meet regularly as a committee of school and public librarians, teachers and administrators to resolve some of these problems? We all tend to gripe—it's an old American custom—but do we get our gripes on paper or present them verbally to the people concerned? When school and public librarians are not working closely together to supply the service, materials, and guidance that are needed for children and young people, probably there is blame on both sides. Maybe it failed once; perhaps no one has ever assumed the leader-

ship. Now cooperation is needed more than at any time in the history of libraries. A recently appointed ALA Committee on Interrelated Library Services to Young People is to study programs and problems in this area. Perhaps they will present some suggestions for solutions.

The following statement in *A Discussion Guide for Use with Standards for School Library Programs* was made by a public librarian: "Although the primary responsibility for implementing the standards rests with school librarians, it is an obligation which must be shared by the entire library profession. School librarians should enlist the active support and cooperation of public, college, and university librarians, all of whom are vitally concerned with the products of the public schools." In the public library standards there is a similar statement to the effect that there should be "continuous joint planning between those responsible for school and public library services based on realistic recognition of the functions of each agency . . ."

Elinor Walker, president of the Public Library Association, said in her inaugural address in Montreal (*ALA Bulletin*, October 1960):

"We have been deluged with students of all ages wanting all kinds of materials, who are unable to obtain them for one reason or another in their school libraries. We have done our best to fill these requests, but under our present budgets we cannot buy enough materials to meet the increased demand; nor is it desirable that we should.

"This immensely increased use of the library facilities has given the public library an unprecedented opportunity for leadership in the community. We really have ammunition now as never before with which to present our case for increased budgets for more books, more materials, and more staff. But the public library is not the only one who needs these items. We have more sense than to expect we can or should ever serve all these students adequately. The schools, elementary through college and university, must contribute their share

of service. However, we are not so stupid as to sit back and say, 'This isn't our problem. Let the schools take care of their own students.'

"It is our problem. This is the best chance we have ever had to make some giant forward steps in the public library. With the new school library standards hot off the press we in the public library can back the schools' demands for adequate facilities, staff, and materials. We can help them take part of the load off our shoulders.

"There are public librarians who are afraid to back the school librarians. That word 'afraid' is a very important one. Quite a number of public and school librarians are afraid that if the other becomes stronger their own library will go out of existence. We have an educating job to do with librarians in general. We must have enough faith in the importance of books and reading and study to be confident that all libraries are important in the dissemination of materials and each has a very important job to do that the others cannot do. Together we can work wonders."

The development and improvement of school libraries will, I think, do several things. It will make children and young people ever more conscious of libraries as an agency for continuing education and pleasure throughout their lives. With more and better instruction in the use of books and libraries, they will be competent users of library tools as college and adult patrons. As teachers come more and more to realize the need for excellent collections of books and other printed and audio-visual materials to enrich their teaching, it will provide the necessity for larger collections, staff and quarters in other community libraries. The statement, "Libraries Today" adopted by the ALA Council in January 1958, expressed the philosophy that libraries must expand in order to provide educational resources for broadening and intensifying American education—and this is spelled out for all kinds of libraries—school, public, college and university.

The Washington Library Associa-

tion and the Washington State School Library Association issued a statement in 1958, which said, "For both the public and school library, the limits of service are boundless when imaginative and inquisitive minds have been reached. Neither public nor school library can by itself offer the complete answer to reading needs but together they can help youth to achieve a measure of happiness and to be at home in the world."

There is a picture book for children by Yen Liang entitled *The Skyscraper*. Into these realistic, yet dramatic and imaginative illustrations is woven the story of the old city where streets are crowded and buildings close together. Boys and girls have no place to play and people can hardly see the sun. Even trees will not grow there. And so the citizens cry, "Something has to be done." They say, "Let's build buildings one on top of the other. Then we can have open space all around and sun and air." But as they tear old buildings down and pour a foundation for the new, they find that floor by floor the framework goes up and the building goes higher and still higher until it seems to scrape the sky. It is not building after building placed on top of another that makes a skyscraper, but all the materials, all the labor, all the skills combined make one great building of lasting quality. Everybody is happy and proud.

May we as librarians—school, public, college—build our foundation strong and unified into one library program for our children, young people and adults. May WE be happy and proud together!

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The unwritten compact between author and reader: I will tell you a story and I suppose that you will understand it. CHARLES LAMB



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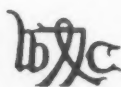
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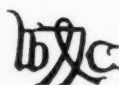
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